**Evidence**

* **Summary**

This field study, still in progress, has been a learning experience for me as a teacher. I learned that technology cannot take the place of the classroom, but when used properly can be used to compliment the classroom. My Planning 10 Students still value the face to face interactions of classroom discussions. They want to see the emotions and expressions of classmates when they are sharing their opinions. 34% of Planning 10 students preferred classroom discussions compared to just 16% preferring online discussions, while 44% of the students had no preference. These numbers surprised me, as I thought the numbers would be much higher for the online discussions.

Through my research, I expected to have students that do not contribute to classroom discussions to participate in the online discussions. I was not disappointed with my results. I had students that were too shy to speak up in front of the class, contributing to the discussions on the Wiki. The part that was the most surprising was the contributions by my student that is Autistic. He is very nervous and has a hard time staying in the classroom, all he wants to do is go to the LST Room where he gets support. He cannot wait until work time so he can leave, sometimes even trying to go earlier which results in missing some classroom discussions. You should see his contributions on the wiki. He even started contributing before anyone else in the class even knew about Discussions online. See the link for examples: <http://gpplanning.wikispaces.com/message/list/Tessier>. He shared his first contribution when the class was still in Phase 1 of the Planning 10 Wiki. “Fixed Israaz's Self Information Portrait link. Now the Link to the project can be reach by clicking on his name”. Right then and there, I saw another side to this student. His comfort level to contribute online now makes him a valuable participant to our discussions.

By mixing the discussions on the Wiki with classroom discussions, I thought I could get everyone in the class to contribute. I do not want to force students to contribute, I want them wanting to contribute. Time will still tell if I reach my goal. As I approach the Field Study Deadline, I still have a few left to work on for the remaining 2 months of the high school semester. I do know that they have quite a few reasons for not contributing, whether it is classroom or online. Do not like to speak in front of other people, don’t speak English very good, not very good with computers, and do not have access to a computer are just a few examples of such responses. Very similar responses to some of the other challenges we face as teachers in an Inner City School with a high level of ESL students.

I was not surprised by the change in the student’s level of comfort in contributing to classroom discussions. I placed questions in the Planning 10 Employability Skills Evaluation Questionnaires asking them to self-evaluate how comfortable they were to contributing to classroom discussions. I had them used a 1 to 5 scale to do the self-evaluations. The first time was in the beginning of September with the average score being 3.04. This was before we had a chance to do any classroom discussions. Again at the end of September, they re-evaluated themselves with an average score of 3.01. This time we had begun to have some classroom discussions, but just in class. By the time the students completed their third Self-evaluation, they had opportunities to participate in many classroom discussions and a few Discussions on the Planning 10 Wiki. This time I asked separate questions regarding the student’s comfort level on both classroom discussions and online discussions. The average scores were surprisingly very close. Average score for the comfort of the Wiki was 3.75 with classroom discussions averaging 3.72 on the 1 to 5 scale. I expected the student’s comfort levels to improve because of the amount of classroom discussions we have in Planning 10 and the feedback the students get these discussions. What surprised me was how close the scores were between the Wiki and in the classroom. I was surprised at how quickly their comfort levels were raised for online discussions since we have not used discussions on the Wiki for that long.